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ABSTRACT

This annotated bibliography lists 110 entries of selected educational materials in Pakistan covering the period from April through June 1972. The materials are organized into twenty-nine categories as listed for related document ED 074 847. A new section is added on education policy. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. (KSM)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. ALI. Anita Ghulam. Nationalization of Private Institutions--- Jamia Educational Quarterly (Karachi) XIII(2): 36-40, April, 1972.

The government's intention to nationalize schools and colleges has raised the hopes of a very large section of parents, teachers, and students for the opening of a new chapter in the educational history of the country. The conceding of the demand for nationalization by the Government amounts to the acceptance of the fact that education has suffered as a result of exploitation.

The early nationalization of educational institutions is strongly advocated with numerous arguments. The apprehension that nationalization will affect the standard of education is not correct. There might be a slight decline in efficiency for a brief period after the take-over, but that is the price we have to pay for better results in coming years. The nationalization scheme has been critically analyzed and various loop-holes have been pointed out, which, if not taken care of, might frustrate the whole scheme.

2. ALI Shaukat. Private Schools --- Morning News (Karachi) April 6, 1972.

The hue and cry against all private educational institutions is a part of organized persecution by interested parties. The public, of course, is only too ready to use the guillotine, without bothering to weight the evidence. I think free education for all in a poor country like Pakistan, where the Government has to be active in so many other expensive fields normally looked after by the private sector in developed countries, is to ask too much from the Govermnent and to burden the exchequer unnecessarily. Secondly, the Government expenditure on free schools will necessitate increased direct and indirect taxation. Thus, whatever we gain in the form of nonpayment of fees, which are a burden for a limited period only, we would have to pay permanently as direct and indirect taxes. Maybe, some private institutions have not played fair, but the majority of them are vastly more efficient than most Government schools.

3. HASAN, Khwaja Mahfuz & Lodhi, Tanweer Ahmad. A Study of the Problems of Overcrowdedness in Secondary Schools of Lyallpur City--- In : Research Studies 1970,335-336. Lyallpur, West Pakistan Agricultural University. May, 1972.

Individual differences should be fully recognized in all kinds of class-room teaching. In this matter the size of the class is an essential consideration, because without limiting the number of students, the teacher may complain of several obstructions in his way of achieving the educational objectives.

Overcrowding in classes may result in the deterioration of academic standards and the retardation of mental and social development of the students. It may be taken as one of the crucial problems in our educational system which require immediate solution. The present study covers some aspects of the problem of overcrowdedness in schools. The specific objectives of the study are : 1) to find out the causes of overcrowdedness in secondary classes, and 2) to suggest measures to improve the existing conditions caused by overcrowdedness. Schools of Lyallpur city are selected for the present study.

4. HUSSAIN, Zia, Mohammad. Ta'aleemi Idaron Mein Dakhla (Admission in Educational Institutions)--- Imroz (Lahore) April, 13, 1972(U)

When the new Education Policy was announced about a month ago, it was welcomed by all in the hope that it would help provide educational facilities to the poor and the needy and make the educational institutions absolutely non-commercial. It was also hoped that under the new education policy talented and intelligent students would be granted loans free of interest. It was also promised that a book Bank would be opened, and transport facilities would be provided to the students.

But these pious hopes were never fulfilled. As usual, some vested interests jumped at the opportunities opened up by the new policy and began minting money in their commercial institutions of education. Again the same class of society is creating new hurdles and difficulties by retarding the implementation of the reforms as envisaged in the new educational policy. It is because of the undesirable activities of this class of exploiters, that the mass of the students and their parents are suffering various hardships. The poor and the needy students cannot gain admission to the schools and colleges. The authorities should pay immediate attention to this state of affairs.

5. IBNE RASA,K.N. Reorganization of University Administration--- Pakistan Educational Review (Islamabad) Issue No. 10: 71-75. April, 1972.

One of the recommendations in the new education policy says that the notorious university ordinance, which has caused so much unrest among the students and the teachers, will be replaced by an enlightened and progressive legislation, which will democratize the working of the universities and ensure full participation of the representatives of teachers, students, and parents in their affairs. This recommendation affirms that the grant of autonomy, the revival of the senate, and the representation of teachers on the senate and the syndicate have been accepted in principle.

Suggestions have been given about the manner of representation of the teachers in the conduct of the affairs of the university, the ways of improving the administration of the university, and the remuneration of university teachers.

6. SIDDIQUI,N.A. Niji Ta'aleemi Idarey (Private Educational Institutions) Mashriq (Karachi) April 19, 1972 (U).

There are a number of private institutions running purely on commercial basis. The aim of their proprietors is to mint money by charging inordinately high fees to the students and paying miserably low salaries to the teachers in their employ. Such institutions do not provide even basic facilities to the students or the teachers. They have no necessary equipment for science classes.

The condition of teachers belonging to such institutions is lamentable. They are required to write out receipts for more than what they are actually paid as salaries. In most of these institutions the teachers are not paid their salaries for months. The announcement, therefore, that all private institutions will be taken over by the government from September this year has come as a welcome relief to the teachers as well as the students.

ADULT EDUCATION.

7. AHMAD, Zulfiqar. A Proposal for an Experimental Project on Use of Television for Ultra-literacy Adult Education in Developing Countries --- Bulletin of Education and Research(Lahore) 9(1,2): 52-60. 1970.

An analysis of the working and living patterns of adults in developing countries will shew that they lack necessary knowledge and skills, which could make their lives economically more productive and useful to themselves and to the society. The modern mass-media technology, especially television, can be put to effective use in teaching them the necessary information and attitudes. It is hoped that this type of adult education will also result in greater preparedness and motivation of adults for literacy. The scheme of ultra-literacy education for adults will not only help the governments in saving much-needed resources for other sectors of education, but also go a long way in improving the lot of more than half of the mankind.

The scheme proposed is theoretically sound, but it will be necessary to launch experimental projects in several developing countries to test its validity. A scheme for experimental projects is obtained, giving the scope, objectives, methods and procedures, organization, and budget details.

8. LOBO, Anthony T. Teach More, Spend Less --- Pakistan Educational Review (Islamabad) Issue No.10: 80-85, April, 1972.

A lot of planning is required to implement the scheme of free and compulsory education. The overall educational situation in Pakistan is very discouraging. According to 1961 census, which still forms the source of basic data, only 25 per cent of the school-age population go to primary schools, and then many drop out after a time.

Instead of working out some grandiose plan for wiping out illiteracy with vast expenditure of money, which may not be forthcoming in the near future, we should chalk out a practical and effective plan involving as little expenditure as possible. The writer suggests his own plan of education based on the experience he has gained during his adult literacy work, and recommends the setting up of a committee of action-oriented persons to deeply examine the feasibility and usefulness of the scheme. There are also a number of suggestions about the role of adult education in national reconstruction.

AGRICULTURAL EDUCATION

9. MOHAMMAD, Ghulam and KHAN, Ansar Ali. To Study the Effectiveness of Extension Teaching Methods in Disseminating Information on Plant Protection Measures and Use of Fertilizers in Lyallpure Tehsil --- In: Research Studies, 1970, 315-318. Lyallpure, West Pakistan Agricultural University. May 1972.

Pakistan is primarily an agricultural country. Despite the fact that agriculture forms the foundation of our prosperity and the mainstay of our economy, it still remains a neglected activity. For increasing the productivity of land the farming community must be made familiar with the new farming practices. This can be done by popularizing new techniques in the field of agriculture through Agricultural Extension Service.

The Extension Service is using a number of extension teaching methods in order to disseminate research findings in agriculture among the farming community. The present study is designed to find out the effectiveness of extension teaching methods in disseminating information on plant protection measures and use of fertilizers in Lyallpur Tehsil. Method of investigation, conclusions, and suggestions are provided.

10. SHAFI, Mohammad and Lodhi, Tanweer Ahmad. A Study of the Effects of Agricultural Extension Activities on the development of Farming Community in Campbellpur Tehsil--- In : Research Studies, 1970, 290-293. Lyallpur, West Pakistan Agricultural University. May 1972.

Research in the field of agriculture is necessary to build up a body of facts which can be used for the development of education. The development in agriculture requires dissemination of these facts. In West Pakistan the dissemination of agricultural information is usually carried on by Agricultural Extension Service. In view of its importance in this field, it seems necessary that the policies and programs of this service should be under constant evaluation, so that future course of action may be determined. The present study is the result of this need.

The study was conducted in 25 villages. Three hundred and seventy-five farmers were interviewed by the research workers, and the data were collected through a well prepared interview schedule. The results and discussion are provided at the end.

11.S. SHAFIQUE,Khan Mohammad and MOMI , Tanweer Ahmad. Evaluation of Existing Extension Methods in the Department of Agriculture ---In: Research Studies, 1970, 303-306. Lyallpur, West Pakistan Agricultural University. May 1972.

The importance of agriculture as a basic industry in Pakistan hardly needs emphasis. Consistent effort is needed to boost up agricultural production by the increasing use of scientific methods and fertilizers. With a view to achieving this objective, the government provides the knowledge of improved agricultural practices to the farmers through well executed extension programs.

In a democratic country public opinion counts a lot in making a program successful or otherwise. It is, therefore, necessary to get the frank opinion of the farmers about the extension education program and the difficulties encountered by them in adopting the recommended agricultural practices. The workers engaged in the extension service were also asked to comment on the efficiency of the existing extension methods. The present study was thus initinted to evaluate the different extension methods used by the Agriculture Extension Service in Pakistan and to suggest improvements.

The methodology of the study, the results, and the recommendations are discussed in detail.

EDUCATION GOAL.

12.AIJAZ,Saiyed M. Education and the Strategy for National Integration --- Jamia Educational Quarterly (Karachi) XIII(2): 41-46.April, 1972.

In moments of national crisis our thoughts invariably turn to education. The rising expectations of people in the post-independent period could not be met by institutions that were created by past rulers; nor could these be met by simply increasing our investment in education.

Though potentially most powerful, education cannot effectively tackle a nation's problems unless it is integrated with other socio-politico-economic institutions of the country. Today the entire social system is subjected to great stress and strain. Any attempt to find simple solutions and explanations of such complicated sociological problems is bound to be erroneous. What is needed at this juncture is a comprehensive strategy for national regeneration in which all socio-politico-economic institutions are assigned their due role.

Education can play its part in national regeneration by enlarging its scope and ensuring responsibilities for the development of skills conducive to the development of rural economy. The emphasis must be shifted from theoretical and academic pursuits to the development of skills of a practical type.

13. CHAUDHURY, Mohammad Ahsan. Some Thoughts on Tradition and Change in Education --- Jamia Educational Quarterly (Karachi) XIII (2) 15-20. April, 1972.

Almost every country in the world is now passing through an era of unsettling social changes. In our new-born state we must ask ourselves whether traditional notions about education are still pertinent. We have to decide what the youth of today should learn that will fully develop his intellectual powers or practical acumen, that is, whether he should be taught a particular technique of doing a job or educated for education's sake.

The education which helps to unite rather than divide men seems to be the only defensible object of education in the modern world. Education must help to lay the foundations of political, economic, and social order everywhere. Liberal education rather than specialized education is needed up to the college level. We need an open system of education, which could help students think constructively and give a scientific bias to their learning, so that they may be able to cope with the realities of the modern age.

14. HUSSAIN, Mahmud. Education and National Regeneration--- Jamia Educational Quarterly (Karachi) XIII (2): 1-6. 1972.

After the major disaster of 1971, the reconstruction of our national life, seems to lie only in education. Education is the most effective means of preserving and developing society. None the less, the system of education in a society is itself a product of the society of which it is a part. There is a close relationship between the educational and social aspects of life. The social system and the system of education move together, and while doing so they interact on each other.

In our attempt to gain an understanding and appreciation of our society from the point of view of education, we come across three major dimensions, namely, ideology, economics, and politics. These three together go to make the fabric of our social life and also form the social foundation on which our education rests. The three dimensions are discussed. It is concluded that we need a system of education which we may call our own.

15. SAAD,Ismail. Education and the Ideology of Pakistan --- Jamia Educatinnal Quarterly (Karachi) XIII (2): 29-35. April, 1972.

Pakistan is an ideological state. The term 'ideology' is explained in various connotations. In the context of Pakistan, we are inclined to presume that our particular ideology represents those values, dictates, norms, and modes of action which have been decreed and specified by our religion. Agreeing tentatively to this definition of the term, the writer attempts to examine the applicability of this definition to the socio-cultural scene in Pakistan and to the real-life situation we experience in the course of living.

The significance of ideological considerations for the process of education has also been examined. It is concluded that education in Pakistan must at every step be inspired and guided by Pakistani ideology, and it should concern itself mainly with the conservation and development of this ideology.

EDUCATION PLANNING

16. AZIZ,M.A. Whither Planning in Education --- Jamia Educational Quarterly (Karachi) XIII (2): 47-59, April, 1972.

Education planning in the modern technological world is interwoven with the economic potential and growth of the country. The realization of this truth came rather late in Pakistan. It was only in the 3rd Five Year Plan that economic growth was accepted as an objective in educational planning.

The failure in educational planning has shaken the nation to its foundation. The main reason of this failure seems to be the lack of sincerity of purpose on the part of responsible persons. Their indifference, coupled with the existing social and economic factors, has caused a total collaspe of the educational fabric in the country.

Educational planning in the country since independence has been briefly discussed and critically analyzed.

17. RAYMOND,S.Policy Making in Education --- Jamia Educational Quarterly (Karachi) XIII (2): 7-11. April, 1972.

The real problem in policy making today arises from the rapidity with which modern advances in technology are reshaping the social

structure. This demands flexibility in our educational policy. The educational philosophy of Dr. Iqbal provides scope for such flexibility. Iqbal's philosophy of education is explained.

The most fundamental and significant characteristic of this period from the point of view of education appears to be the revolutionary reversal that has taken place between the roles of the formal and informal agencies of education. The policy makers should keep this point in mind. It is pointed out that the guiding principle in this behalf must be greater freedom of approach for the teacher and less regimentation for the student.

EDUCATION REFORMS.

18. KHAN, Ahmad Ali. For a Democratic Education --- DAWN (Karachi) March 22, 1972.

The educational reforms announced by the Government are intended, in President Bhutto's words, to "change education from an elite privilege to an equal expectation." This is a stupendous and difficult undertaking. The issue of fixing priorities can prove baffling. It is estimated that a person's education at the university costs nearly as much as the elementary schooling for 100 children. The choice between the two is very difficult. Educational planners in Pakistan have always been faced with the problems of inadequacy of resources. Today the number of illiterates exceeds 40 million out of West Pakistan's population of approximately fifty-five million. Some of the proposals to promote equality of opportunity are : 1) the provision of free education up to class VIII from October next and up to class X from October 74 ; 2) the plan to increase the number of scholarships and to provide for the grant of bank loans to students ; 3) the proposed opening of 50,000 people's libraries; 4) the establishment of a people's open university mainly employing the mass media for imparting instruction; and 5) the proposed democratization of institutions exclusively serving the privileged gentry.

19.2. SHAFI, S.M. Major Drawbacks of the System of Education in Pakistan --- Jamia Educational Quarterly(Karachi) XIII (2): 12-14, 1972.

Our students should possess physical, mental, and moral fitness; self-confidence; a sense of right and wrong; and, above all, a feeling of national identity. It is sad to say that majority of our students lack these qualities, which seem to be on the decline from year to year.

The reasons for this state of affairs are as follows :1) Our educational institutions are not better than education shops, 2) Our students lack interest in studies. 3) They have no plans for the future. 4) They love to wallow in politics and are encouraged by vested interests. and 5) On the administrative side, our rules and regulations are more scrupulously flouted than followed.

Suggestions have been put forward for the consideration of the educationists and planners, about how best we can extricate ourselves from this education-cum-administrative mess.

20. USMAN, Mohammad. Taalaeemi Masail (Education Problems) --- Imroz (Lahore) June 15, 1972 (U).

Whenever educational problems had beset the country, a Commission was set up by the authorities to suggest reforms in the system of education. But no tangible results were ever achieved. The main reason for the failure of such Commissions was the fact that they never included the educationists and eminent teachers. The Commissions were headed by a Judge of a High Court or the Supreme Court, or even by a senior member of the Civil Service. It is heartening that the present Government has adopted a positive attitude and shown its preparedness to go about the business of reforming the educational system in all earnestness. The problems facing the teachers can be solved only if the authorities concerned take steps to create congenial atmosphere in educational institutions, redress old grievances of the teachers, provide security of service to them and grant them National Pay Scale, as has been done in the case of all other government servants.

EDUCATION RESEARCH.

21. HASSAN, Iftikhar M. Social stereotypes of Different Body-Type Found in 8th Grades Pakistani Boys --- Bulletin of Education and Research (Lahore) 10 (1-3) : 15-21. 1971.

Researches in the field of human physique indicate one thing: there is some link between physique type and personality characteristics. The present study is undertaken to see whether any such stereotypes exist in our culture. If they do, and are identical with American culture, then these stereotypes should be the same all over the world. The main problem to work upon is to see whether in Pakistani society people associate personality characteristics with any specific physique, and if so what these characteristics are. Finally it has to be found out if they are the same as in American culture.

The hypothesis, sample, methodology, and findings are separately discussed.

22. SADIQ, Muhammad & Bokhari, Khalid Hasan. Development of a Criterion for Evaluating Teachers --- In : Research Studies 1970, 330-334. Lyallpur, West Pakistan Agricultural University. May 1972.

Teacher plays a major role in shaping the destiny of a nation. It is now widely accepted that the greatest resource of a nation in its march to prosperity is the quantity and quality of its manpower, which can be improved through education. Any attempt to improve the quality of a nation must begin with the raising of the quality of the teachers who conduct the educational program. The teacher's behavior with students, his knowledge, and professional skill, all affect learning process.

In order to select and retain good teachers and to improve or eliminate incompetent ones, some sound criteria are needed. The purpose of the present study is to identify the characteristics of a good university teacher. The method of study is through questionnaires. The results and interpretation of the study are discussed in brief, and suggestions have been put forward.

23. SIDDIQUI, Mushtaq-ur-Rehman. Synopsis of the Students' Research Studies in the Area of Educational Finance and Business Administration for Master's Degree in the Institute of Education and Research --- Bulletin of Education and Research (Lahore) 9 (1,2): 61-74. 1970.

Research thesis is one of the requirements for Master's degree in education. This is prepared under the supervision of a faculty advisor. In this way, a number of research studies are available with the Institute. A classified list of students' projects up to 1969 is presented in the article.

This particular issue contains the abstracts of the projects dealing with the area of Educational Finance and Business Administration. The writer has shown how the Government sector, local bodies, and private sector contribute to the cause of educational programs. The studies show the great inbalance in the provision of educational facilities at the primary and secondary level institutions, particularly those which are privately managed. In all, seven studies are abstracted.

ELEMENTARY AND SECONDARY EDUCATION.

24. Bureau of Education. High Schools. --- In: Educational Statistics for Punjab for 1969-70, 40-56. Lahore, Bureau of Education. January, 1972.

The statistical report compiled by the Bureau covers the high schools in the Punjab province of Pakistan.

There are 17 tables showing: 1) summary of statistics on high schools; 2) number of high schools; 3) enrollment of high schools; 4) teaching staff of high schools; 5) number of teachers by professional qualifications in government and non-government high schools for boys and girls; 6) expenditure on high schools; 7) enrollment of boys and girls by grades at secondary level of education; 8) distribution of boys and girls by age group at secondary level of education; 9) number of high schools by size of enrollment; 10) repeators by grades at secondary level of education; 11) exit and entry in teaching profession in government high schools; and 12) statistics on high schools since 1960-61.

25. Bureau of Education. Primary Schools. --- In: Educational Statistics for Punjab for 1969-70, 8-26. Lahore, Bureau of Education. January, 1972.

This statistical report compiled by the Bureau covers primary schools of the Punjab province of Pakistan.

There are 19 tables showing: 1) summary of statistics on primary schools; 2) enrollment of primary schools; 3) teaching staff in primary schools; 4) number of primary schools ;5) number of teachers by professional qualifications in government and non-government primary schools for boys and for girls; 6) expenditure on primay schools; 7) enrollment of boys and girls by grade at primary level of education; 8) distribution of boys and girls by age group at primary level of education; 9) number of primary schools by size of enrollment; 10) number of one-teacher primary schools, 11) exit and entry in teaching profession in government primary schools; 12) statistics on primary schools in rural areas ; 13) repeaters by grades at primary level of education; and 14) statistics on primary schools since 1960-61.

26. Bureau of Education. Middle Schools. --- In: Educational Statistics for Punjab for 1969-70, 27 - 39. Lahore, Bureau of Education. January, 1972.

This statistical report compiled by the Bureau covers middle schools of the Punjab province of Pakistan since 1960-61.

There are 13 tables showing : 1) summary of statistics on middle schools ; 2)number of middle schools; 3) enrollment in middle schools; 4) teaching staff of middle schools; 5) number of teachers by professional qualifications in government and non-government middle schools for boys and girls; 6) expenditure on middle schools; 7) number of middle schools by size of enrollment; 8) statistics on middle schools in rural areas; 9) exit and entry in teaching profession in government middle schools;and 10) statistics on middle schools.

EXAMINATIONS.

27. Academic Evaluation --- Dawn (Karachi) June 5, 1972.

Although education is a provincial subject, some sort of central direction and a good measure of inter-provincial co-ordination are necessary. The appointment of a committee comprising the Chairmen of the Boards of Intermediate and Secondary Education would help evolve country wide consensus in the matter of education.

There is considerable force in the argument that the conventional method of judging a student's qualification by the results of the annual examinations is not only inadequate but often unfair. That is why the new education policy has strongly advocated discarding of the current system and adoption of a more convincing appraisal formula. Instead of singling out memory alone as the justification for passing or failing in the tests or examinations, the emphasis is sought to be placed on the evaluation of the performance and progress of pupils through constant observation.

28. Bureau of Education. Examination Results --- In : Educational Statistics for Punjab for 1969-70, 86-94,Lahore, Bureau of Education January, 1972.

This statistical report compiled by the Bureau covers the examination results in the Punjab province of Pakistan.

There are nine tables showing: 1) matriculation examinations during 1970; 2) intermediate examinations during 1970; 3) intermediate (Humanities Group) examinations during 1970; 4) intermediate (Pre-Engineering Group) examinations during 1970; 5) intermediate (Pre-Medical group) examinations during 1970; 6) intermediate (Commerce and Nursing Group) examinations during 1970; 7) intermediate (Miscellaneous) examinations during 1970; 8) graduate and post-graduate examinations during 1970;& 9) professional examinations during 1970.

29. HUSSAIN, S.Sajid. Qadr Afreeni Kay Plant (Instruments of Evaluation) --- In: Nafsiyat-o-Ta'aleem, 298-319. Karachi, Kifaiyat Academy. May, 1972 (U).

A teacher uses what is called the process of evaluation to find out the effectiveness of his teaching and the quantum of learning his student acquires from his teaching. These achievement tests are basically of two kinds : 1) teacher-constructed non-standardized tests, and 2) standardized tests. The first type of tests includes a) teacher's oral test; b) essay-type tests; c) short essay-type tests; and d) objective tests. These tests are explained and their relative merits and demerits are discussed.

The standard tests are authentic and well-organized and are based on scientific principles. There are three types of standard tests: 1) survey tests; 2) diognostic tests; and 3) prognostic tests. The principles of standrized tests are : 1) validity; 2) reliability; 3) ease of administration; 4) clear norms and interpretability; 5) freedom from subjectivity of the personality; and 6) suitable balance standard.

31. A. WAHID, Abdul. Exam.Monopolists --- Pakistan Times (Lahore) April 23, 1972.

A purge is required of all octopuses who have been fattening on University and Board Examinations. For decades now, the same individuals have continued to be both head examiners and paper-setters. Some of them make as much as Rs.7,000/- annually from examinations. Most members of this ring are retired or superannuated persons. They make money from other sources also. They stand in the way of deserving juniors who rightfully deserve to fill the place. One can find scores of sub-examiners who have never so far been appointed head-examiners or paper-setters, although they are now nearing the age of retirement. Even in this matter of sub-examiners, the octopuses manage to get their young newly-qualified favourites the best assignments. The way they manage to get their withdrawn books re-prescribed or new ones prescribed, despite protests, is simply disgraceful.

32. S.AKBAR, Muhammad Jamil & Hussain, Mirza Ashfaq. Impact of Internal system of Examination on the Achievements of Students in the West Pakistan Agricultural University, Lyallpur --- In: Research Studies, 1970, 328-329. Lyallpur, West Pakistan Agricultural University. May 1972.

Examination is a necessary evil which can only be mitigated. It

cannot be done away with for the reasons that: 1) it provides motivation for work both to students and teachers; 2) students may be compared on the basis of their achievements and employment opportunities provided accordingly; and 3) in order to evaluate teacher's work attainments of his pupils may be measured.

The system of examination which has dominated the educational scene in our country is the one known as external. "Internal" system of examination was introduced in the West Pakistan Agricultural University at post-graduate level about five years ago. This study aims at finding out the effects of this system on the achievements of students. The main objective is : 1) to study some of the factors which have a bearing on the grades of students, like curricular adjustments, and learning and teaching facilities.

HEALTH EDUCATION.

33. ALI, Syed Ehteram. Health Education and National Health Scheme --- Dawn (Karachi) April,2, 1972.

The importance of Health Education in developing countries like Pakistan cannot be overemphasized. No health program can be successful if the people for whom it is planned are not conscious of its utility and aware of the hazards of the diseases they are exposed to. This mass consciousness can be achieved only through comprehensive, well-coordinated Health Education programs at all levels.

The Government should implement the following recommendations of the National Conference on Health Education sponsored by the National Health Education Committee of Pakistan : 1) The Ministry of Health should immediately create Health Education Units under the charge of professionally trained and qualified Health Educators. The provincial government should also strengthen their existing Health Education Units at provincial, regional, and district levels; 2) All local bodies should give top priority to the Health Education Programs and carry out Health Education campaigns in their respective areas of operation in order to motivate the people to take care of their health; 3) The National and Provincial Councils of Social Welfare should recognize Health Education as a basic function of voluntary organizations of health and social welfare and sanction substantial grants for the Health Education Programs.

HIGHER EDUCATION.

33. BALOCH, Abdul Rahim. Intermediate English Paper --- Dawn (Karachi) April, 15, 1972.

The Internediate class students are facing certain difficulties. English is one of the subjects made compulsory by the Board of Internediate and Secondary Education, Karachi. The curriculum includes more than half a dozen books of prose, poetry, and drama. It is really an uphill task for an Internediate student to make a full and intelligent study of all these books along with six papers on optional subjects. The present Head Examiner of English (Normal) has been setting question papers for the last five years. He picks up passages from these text-books, and the students are required to give the titles of the essays in which these passages occur and to name the respective authors. This is not test of the ability of the student to express hinself in English. There has been a high percentage of failures in English, especially among the students of Science and Commerce groups. The authorities are required to change this method of setting papers.

34. Bureau of Education. Colleges --- In : Educational Statistics for Punjab for 1969-70, 57-70. Lahore, Bureau of Education. January, 1972.

This statistical report compiled by the Bureau covers the colleges of the Punjab province of Pakistan.

There are 14 tables showing: 1) summary of statistics on colleges; 2) number of colleges; 3) enrollment of intermediate colleges; 4) enrollment of degree colleges; 5) enrollment of intermediate grades by subject; 6) enrollment of degree grades by subjects; 7) number of students in colleges by age; 8) admission in XI and XIII grades; 9) expenditure on colleges; 10) number of teachers in intermediate and degree colleges ; 11) statistics on colleges since 1960-61; and 12) statistics on professional colleges.

35. Bureau of Education. Universities --- In: Educational Statistics for Punjab for 1969-70, 72-77. Lahore, Bureau of Education. January, 1972.

This statistical report compiled by the Bureau covers the Universities of the Punjab province of Pakistan. The Universities are : Punjab University, Lahore; Agricultural University Lyallpur, and Engineering University, Lahore.

There are six tables showing :1) admission enrollment in post-graduate

classes of arts subjects in the Punjab university; 2) admission and enrollment in post-graduate classes of science subjects in the Punjab university; 3) admission and enrollment in B.A./B.Sc. Honour classes of the Punjab University teaching departments; 4) admission and enrollment in agricultural university, Lyallpur; 5) admission and enrollment in Engineering University, Lahore; and 6) income and expenditure, teaching staff, and certificate/ diploma enrollment in the Punjab University.

36. DANI, Ahmad Hassan. University Education: Academic Reforms --- Pakistan Times (Lahore) April 2, 1972.

No amount of foreign education can help us if it does not conform to the ideals of the society. New social demands need channelization on certain definite lines which should be understood by our older generation as well as by our foreign trained personnel. In our country we have a different atmosphere and a different technical basis. There are a large number of trained personnel who are serving in spheres other than their own field of training. As a result there is a waste of national resources.

Again it is not enough to impart to our young men the type of training received abroad. That sort of instruction would be useless unless it could be harmonized with the actual life of society. So long as this progressive social phenomenon remains unrelated to higher education, the standard would not come up to our expectations.

We want our trained personnel to go into the depth of the problems and bring them up to the level of the university education where they could be resolved. There should be a two-way process- feeding the various problems of the country and nation into the laboratory of the universities and receiving back their solutions.

37. IQBAL, Farrukh. Lifeless and Cheerless Varsities --- The Star (Karachi) March 9, 1972.

The ultimate purpose of university education is to develop the mind and body of persons growing from youth to adulthood. This is the most impressionable period of a person's life when attitudes form, approaches develop, and idealism flourishes. The aim of university education is to develop the attitudes of objectivity, humanity, and progressiveness in the youth; to guide them to sensible, practical, and meaningful approaches and help them from the ideals of justice, equality, and fraternity.

Unfortunately, our universities are not achieving the desired objectives. The writer has specially discussed the case of Karachi University and has shown the various shortcommings in its educational system. It is concluded that the whole educational setup is rotten and unless it is completely overhauled, our educational institutions will remain static.

38. KHAN, Ashfaq Ali. Of Higher Education- - - Pakistan Times (Lahore) May 28, 1972.

In this period of the hot and cold war, much of foreign-inspired and foreign-assisted education is not likely to be of real use in Pakistan. We must resolutely turn down vague, dilatory, and publicity-laden educational programs, which only waste our time and encroach upon our meager resources. The students and teachers in colleges and universities should join hands in curbing the activities that promote fissiparous trends in the nation. For instance, under the cover of "cultural activities," artificial differences should not be allowed to fan irrational local fanaticism. We should rather make unions and associations of working groups the vehicles of healthy and constructive change. In the past, teachers' associations and unions were discouraged. I feel these bodies should be given official patronage and grants, so that they can be instrumental in bringing about change and improvement in the spirit and content of our education.

39. SALAM, Abdus. Naeem Sarkari College (Semi-Government college) ---- Imroz (Lahore) May 20, 1972 (U).

There are in all 18 Municipal Colleges in the Punjab districts, with about 250 lecturers and 15,000 students. These colleges are managed by Local Council Boards set up on the pattern of Public Service Commission. But it is surprising that no reference was made to these colleges either by the President or by the Federal Minister of Education in their speeches of the last month. This has caused much disappointment to the lecturers concerned. The position is that these colleges do not come in the category of government or of private educational institutions. The lecturers belonging to these colleges have, therefore, urged the Government to immediately take control of these colleges and fulfil their long-standing demands. They feel that this take-over will create a new hope both among the students and the teachers.

40. University Reforms --- Pakistan Times (Lahore) March 26, 1972.

Certain broad principles are laid down on the basis of past experience about the functioning of the universities. The universities should have :1) autonomy; 2) financial stability; 3) academic freedom; and 4) political freedom.

Following reforms are suggested for remedying the present ills of the universities : 1) the senate should be revived; b) the syndicate should have at least 2/3rd of its members from among the university; c) the Rector should be appointed on the recommendations of the syndicate; d) the academic council should include elected representatives of teachers; and e) the teaching departments should be made more autonomous.

ISLAMIC EDUCATION.

41. MALIK, Din Mohammad. Impact of Basic Beliefs on Education ---Bulletin of Education and Research (Lahore) 9 (1,2): 29-51. 1970.

The main purpose of the present study is to indicate briefly how the basic beliefs about reality,knowledge, and value were reflected in the Muslim philosophy of education and the impact they had on various aspects of Muslim education in the course of its development. The basic beliefs were reflected in the principles, ideals, aims, and the content of education. Reference has been made to selected medieval and modern writers, both Muslim and non-Muslim, to arrive at correct conclusions for a better understanding of the educational heritage of Pakistan.

The significant conclusions of the study are pointed out in the end.

LANGUAGES, TEACHING OF.

42. MALIK, Mohammad Iqbal. Language Factor in Education --- Bulletin of Education and Research (Lahore) 10 (1-3): 43-60. 1971.

Educational systems are influenced by many factors, such as social and political forces, national ideology and religion,and economic

and geographic conditions of the country. No educational system can be fully understood unless one examines the infra-structure of these influencing factors. Language is one of the important social factors influencing the system of education.

The subject is discussed in detail under the headings: 1) language and culture; 2) language and education; 3) language as medium of instruction; 4) foreign language as medium of instruction; 5) national language as medium of instruction; 6) the problem of medium instruction in Pakistan; 7) language as a subject of study; 8) language education in Pakistan; 9) religion and language education; 10) speech education; 11) second language teaching; 12) language and literacy; and 13) linguistics and language teaching.

LIBRARIES.

43. HASAN, Zaki. Librariyun Ki Tanzeem-e-nau (Reorganization of Libraries) --- Imroz (Lahore) May 2, 1972, (U).

The importance of libraries in the field of education cannot be overlooked. So, it has been decided to increase the number of libraries in the country to at least fifty thousand. But first, the existing libraries have to be reorganized and library management improved. More so because hundreds of thousands of new books and magazines on different subjects are coming out every year. It is not possible for anyone to purchase all the books and magazines of his choice; only a well documented and well stocked library can come to the help of the reader in getting at the right book at the right time. The reorganization of existing libraries should precede the setting up of new libraries throughout the country.

44. SABZWARI, G.A. Librarianship and Job Opportunities --- Pakistan Library Bulletin (Karachi) IV (1,2): 3-8. September-December 1972.

Librarianship is a well established and recognized profession in all countries. Library education is imparted in colleges and universities for Bachelor, Master, and Ph.D. degrees. Fortunately, in our country adequate facilities and satisfactory arrangements exist for the education and training of professional librarians. There are four universities which provide professional education and training to graduates. Some library associations also provide training facilities to non-graduates for semi-professional positions.

There is a considerable shortage of library manpower viz-a-viz the demand from the existing number of libraries in the country. Actually, most of the libraries are being run by unqualified hands or clerical staff. The total number of college libraries, university department libraries, government libraries, semi-government libraries, and private organizations' libraries requiring qualified librarians is about 3,000. As many of these libraries are staffed with unqualified hands, library graduates have to go without employment. A number of suggestions have been put forward for improving the job situation in the library profession.

45. SALAM, Mohammad Abdus. Library Course --- Morning News (Karachi) April 16, 1972.

For the M.A. (Prev) Library Science Course, Karachi University has prescribed a foreign language as a compulsory subject for the Diploma examination. The requirement is cumbersome and seems unnecessary at this level. The qualification does not help in any way the libraries in Pakistan. It should be confined only to the M. A. (Final) level. It would be more useful, instead, to include Persian and Arabic at this level. It would be proper if the language course were substituted by practical work in typing that would enable the students to neatly type out catalogues and other cards.

LITERACY.

46. AHMAD, Salman. Literacy Corps --- Dawn (Karachi) May 14, 1972.

Pakistan has the dubious distinction of being one of those few countries of Asia and Africa which have, over the past decade, failed to reduce not only the absolute number of illiterates but also the percentage of illiteracy. Most Afro-Asian countries have been able to reduce their illiteracy rates considerably in the sixties, which means a rate of increase in literacy that keeps ahead of the rate of increase in the population. The percentage of literacy in this country is less than 20, as against the general Asian percentage of more than 50. The only way to accomplish the gigantic task of making education universal is to mount a two-pronged attack through primary education and adult literacy instruction. This is to strategy that the present Government has announced in its education policy. The conditions on the whole are becoming more and more favorable to the launching of a massive educational campaign. But the fact remains that one has

to look to the Government for providing both the impulse and the machinery of such a compaign.

LITERATURE FOR CHILDREN.

47. WAHEED, Abdul. Bachchon Ka Adab (Literature for Children) --- Kitab (Lahore) 6 (2,3): 11-14. November,December,1971 (U).

In Pakistan the only teaching aid is the textbook. But in advanced countries more emphasis is laid on audio-visual aids and relevant non-textbooks. In the absence of audio-visual aids, such books assume great importance. The importance of juvenile literature in the field of education is now accepted universally. Wholesome juvenile literature plays a great role in the healthy growth of children and creates in them the love of knowledge.

The aims and objects of quality juvenile literature are pointed out. The present position of juvenile literature in Pakistan is also discussed, and reference is made to the difficulties in the way of development of juvenile literature in the country.

MEDICAL EDUCATION.

48. BOKHARI, Mahmood Abbas. Tibbi Ta'aleem (Medical Education) --- Mashriq (Karachi) April 25, 1972 (U).

The present system of education needs to be revolutionized. Semester system, on the other hand, will produce more and better qualified doctors. The students will learn the habits of discipline and regularity, and the relationship between a teacher and a student will become closer and stronger.

The period of teaching should be reduced. The present system discourages the poorer class of students from aspiring for medical education. The tuition fee and the cost of medical books are prohibitive for them. Medical education has thus become the monopoly of the rich. This is not a happy picture of education in a country like Pakistan, which needs more doctors.

49. HASSAN,Nizamul. Reforms in Medical Education --- Morning News (Karachi) March 26, 1972.

The changes in medical education likely to be proposed by the

Health Committee set up by the Ministry of Health seem to be hasty and lacking careful thought. It is understood that main stress has been laid on cutting short the period of study from five to four years and reducing the period of intermediate science training. Instead, the following measures are suggested for improving the standard of medical education in Pakistan: 1)Raising the standard of pre-medical education & strict examination and selection of candidates on merits for admission to medical colleges. 2) Intensive coaching in English of all the candidates so admitted. 3) Limiting the seats for medical groups in the pre-medical education and resisting the political pressure for increasing the number of seats in medical colleges. Just as many candidates should be admitted to these colleges as can be provided jobs in the country, so that there is no excess which will induce migration of doctors. 4) The standard of post-graduate medical education should be strictly at par with that in other countries, 5) The job of basic teachers should be made attractive by increasing the remuneration. 6) The academic atmosphere of all medical colleges must be rid of petty politics.

50.

50. JOSHUA,Fazal-uddin, Medical seats --- Pakistan Times (Lahore) April 20, 1972.

It may be recalled that at one time, the minimum qualification for admission to a medical college was any division in F.Sc. Later it was raised to second division and now it is first division. In this connection, it may be remembered that many children of the poor Christian community cannot compete with the children of the well-to-do majority community. It is, therefore, imperative that the old standard for admission to medical colleges should be retained for the next ten years in the case of the minority community candidates. Another prejudicial rule governing admission is that although two seats are reserved for minority girls and five for boys, the surplus seats are transferred to the share of the majority community if enough candidates of either category do not turn up for admission, and are not given to minority candidates falling in the other category. This rule should be amended to let the minorities enjoy full benefit of reservation.

51.Medical Education --- Dawn (Karachi) June 5, 1972.

It is right that more medical colleges should be planned under the new health policy. But in the push towards multiplying the number of doctors, it has also to be ensured that those entering the profession are given the necessary preparation and training for shouldering the great responsibilities of their professional

life. The number of doctors and nurses being inadequate in relation to the overall needs of the country, the expansion in the next five or ten years is likely to fill only a part of the total requirements. It is particularly important that our medical colleges obtain the required equipment, instructional facilities, and academic excellence to produce graduates of suitable qualifications and competence. More thought needs to be given to the improvement of the existing medical colleges and to the task of arresting the deterioration in educational standards. Important too is the question of the content of courses and the general orientation of medical studies. While medical education is somewhat lopsided in the more advanced countries, its omissions and inadequacies can be even more distressing in conditions such as ours. Experts have repeatedly stressed the point that preventive medicine is of far greater importance in this country than in those with better resources; for the problem of disease is so manysided and vast that it cannot be tackled by the curative services even by tripling the present number of medical colleges.

52.SHANTI, Amin. Medical Education --- Pakistan times (Lahore) April 13, 1972.

Some Arab countries have begun to refuse appointment even to Arab citizens who have graduated from Pakistan. The situation became so serious that the Pakistan Inter-Universities Board held a meeting to consider the problem. It was solved in a brotherly manner, and discrimination against Pakistani graduates was removed. The point is that the Government should thinktwice before taking the big step of condensing the MBBS course and should reconsider the new medical education policy. If the course is reduced, the Arab countries may withdraw recognition of medical graduates from Pakistan. The MBBS course is of full five years' duration everywhere in the world. The USA, France, the USSR and the UAR have all six-year courses.

PHILOSOPHY OF EDUCATION.

53.KHAN, Shafique Ali. Ghazali's Philosophy of Knowledge and Learning --- Jamia Educational Quarterly (Karachi) XIII(1):39-66.January 1972.

According to Ghazali learning is superior to worship in the scale of virtues. The acquisition of knowledge for the sake of knowledge is the highest and the purest kind of worship. Knowledge is a sacred trust bestowed only upon the pious.

There are two major sources of knowledge, the subjective and the objective. Knowledge is pursued only by those who are endowed by nature with moral vigour, intellectual verve, and spiritual vitality. In Ghazali's opinion, both the teacher and the taught have equal importance. The ignorance of the learner and the store of knowledge of the scholar equally contribute something to the society. When a person asks a question he tries to search something new with the aid of the person possessing superior knowledge. The article discusses in detail the philosophy of Ghazali under the headings: 1) the definition of the teacher and the taught; 2) sanctity of the learner and the learning; 3) profession and practical wisdom; 4) the compulsory knowledge and learning; 5) gradations of knowledge; and 6) reservations in getting and imparting knowledge.

PSYCHOLOGY AND GUIDANCE.

54. DANI, Ahmad Hasan, Teacher-Student Relations --- Pakistan Times (Lahore) April 23, 1972.

There is no hard and fast rule for finding the relationship between the teacher and the student. We may broadly record the main stages of this relationship with particular reference to education in our country : 1) The stage of the 'individual seminary,' in which the teacher was the fountain-head of all education. 2) The stage of 'Monastic Order,' so well-developed by the Bhuddists in the various parts of Asia. 3) The stage of 'Madrassah Education', which lasted in our country till the introduction of modern universities.

The universities of Paris, Cambridge and Oxford outgrew their monastic limitations in the course of centuries. A teacher was no longer a father-teacher or a preacher. He became a professor in the real sense of the term.

Then there dawned a period of view propagation, which we have witnessed within the last three or four centuries. The student began by listening to the professors and ended with the stage of arguments. These bonds are now breaking, and the student and the teacher are comrades in arms in the discovery of knowledge.

55.HUSSAIN,S.Sajid. Bey Rahro Ya Khatakar Bachchay Aur Renumai (The Delinquent Children and Guidance) --- In : Nafsiyat-e-Ta'aleem, 252-265. Karachi, Kifaiyat Academy May,1972 (U).

Delinquent children are those who take part in anti-social activities and are inclined toward crime. Some of the important factors of delinquent behavior in children are : 1) bad emotional condition; 2) bad social condition; 3) maltreatment by parents and teachers; and 4) mental deficiencies and physical defects. These factors are discussed.

A brief introduction of the Remand Home for delinquent children in Karachi includes some statistics of delinquency. It is emphasized that through proper guidance and education, delinquency in children can be checked. The principles of proper guidance and education in such cases are : 1) suitable environment ; 2) gentle behavior of the elders; 3) promotion of confidence among the subject; 4) creation of independence; 5) creation of interest in the social activities of the school; 6) provision of special type of education; 7) emphasis on social values; and 8) establishment of welfare agencies.

56.HUSSAIN S.Sajid, Fifteen Bachchon Kay Liye Makhsoos Rehnumai (Special Guidance for the Gifted Children) --- In: Nafsiyat- -Ta'aleem 246-252. Karachi, Kifaiyat Academy. May, 1972(U)

The I.Q. of the gifted children is greater than the I.Q. of average children. Then, gifted children also have some special and distinguished attribute of excellence in some field. In our country there do not exist any special arrangements for the training and education of gifted children. In fact, we do not know who are gifted and who are not because we have no device for measuring intelligence. A number of our gifted children even do not go to schools for economic reasons.

There is a discussion of the characteristics of gifted children, the educational principles applicable to them,and the advantages and disadvantages of special schooling for them. Some guidelines of better teaching for gifted children are also given at the end.

57.HUSSAIN,S.Sajid. Hafizat Aur Uski Tarbiyat (Mind and Its Training) --- In: Nafsiyat-e-Ta'aleem, 91-96. Karachi,Kifaiyat Academy,May,1972 (U).

Memory is the power to recollect,when needed, a previous experienced

stored in the mind. In the process of education memory plays a very important role. Memory consists of three elements, namely, retention, recognition, and recall. These three elements are discussed briefly. Memory is of tow kinds, active and passive. These kinds are also briefly explained.

The methods to train memory are : 1) constant study of the material desired to be retained; 2) association of such material with some other similar thing or event; 3) reducing it to system or rhythm; 4) remembering the matter in pieces; and 5) recapitulation after the study. The conditions of memory are :1)interest; 2) recency; 3) repitition; 4) thought and attention; and 5) effect and impression.

58.HUSSAIN,S.Sajid. Ta'aleemi Nafsiyaat (Educational Psychology) --- In : Nafsiyaat-e-Ta'aleem, 31-54. Karachi, Kifaiyat Academy. May 1972, (U).

Educational psychology deals with the behavior of human beings in educational situations. It explains the learning experiences of an individual as he progresses in his educational career. By its nature educational psychology is a branch of general psychology. Although it is a subject of social science, it is also considered a positive science because it deals with human observations and experiences.

The importance of educational psychology cannot be overemphasized. Its knowledge is a must for a teacher. Modern education largely revolves round human psychology. The personality of the student counts for much in the process of teaching and the solution of educational problems. The scope of educational psychology and its application in schools are discussed. Some light is also threw on the methodology of psychological data.

59.HUSSAIN,S.Sajid. Zehni Nashunuma (Mental Development) --- In:Nafsiyaat-e-Ta'aleem, 76-87. Karachi, Kifaiyat Academy. May, 1972 (U).

Man is superior to all other species because of his superior mind. The prime object of education is the development of mind. Intelligence is variously defined by thinkers on the subject. Intelligence makes a man capable of understanding and solving problems. It helps his thinking and learning processes.

Mind grows very rapidly during infancy and early childhood. The process of mental development continues up to the age of 20 years. Mental growth during this period is briefly discussed. Heredity

and environment are the two most important factors which influence mental development. A school can help in the mental development of the child by independent and creative atmosphere, right sort of grouping in classes, effective methods of teaching, provision of opportunities for creative talents, standard examinations, and good curriculum.

60. KHANUM,Saleema. A Study of Developing Vocational Goals Through Radio Broadcasts in the 8th Grade Students --- Bulletin of Education and Research (Lahore) 10 (1-3) : 37-42. 1971.

Since Pakistan is a developing country, selection of a suitable occupation provides one with the opportunities of living a happy life. In this connection, Radio Pakistan, Lahore, has played a useful role. A proper utilization of the guidance programs broadcast over radio will definitely help in developing vocational aptitudes in students. The aim of this study was, first, to investigate the development of vocational maturity in the students with the help of vocational information, and secondly, to find out whether increased information on various occupations would provide greater diversity in the occupational choices of the students in the post-test which was administered after pre-test.

The procedure of the study and findings are discussed. Recommendations for further researches in this field are made.

SCIENCE EDUCATION.

61. QADRI,M.A.H. Higher Training of Scientific Personnel --- Dawn (Karachi) June 4, 1972.

The survival and development of Pakistan, as of any other country, depends on increasing production, strong defense, and close co-operation with the Afro-Asian, especially, the Muslim countries. Increased production demands a steady supply of trained technologists and scientists to run our industries and man our research organizations.

Unfortunately, the role of our governments in the past has been of a neutral observer rather than that of an active supporter of educational and scientific activities in the country. The universities and science departments have been neglected by the provincial and central governments during the last fifteen years. They have been simply teaching theoretical and classical syllabi.

The country produces little science equipment and apparatus worthy of use for higher training. Time and again our scientists have lamented over this state of affairs, but to no avail. The planning chiefs of the Center as well as the provinces produced plans that proved unimaginative and ineffective. It will be wiser for the new generation of scientists in Pakistan to propagate science and the need for its development directly among the people. This is the only way of breaking the stagnation and frustration in the field of science and technonogy.

SOCIOLOGY.

62. ASHRAF,Muhammad. Education and Class Distinction --- Bulletin of Education and Research (Lahore) 9(1,2): 1-4. 1970.

The developing world seems to be rigidly stratified on the basis of tribe, caste, or class. In most cases the role of the individual in society is determined by his birth and not on the basis of his potential. Class distinction has been associated with the literacy level of many developing states. Education in the recent past was essentially a class education, and in many countries it is still influenced by the same reservations. Education, for several reasons, has been a monopoly of the upper classes and has widened the cultural gap between rich and the poor.

The structure of Pakistani society is not much different from that of the other developing societies. The feudal lords in Pakistan have all along enjoyed power and wealth, and the masses have gone without any privileges, including education. The division of the society into two categories has had a significant impact on the literacy rate of the country. Education is a privilege of the upper class, and the lower classes have gone without it. The reasons for this educational backwardness are pointed out. The land reforms have some-what changed this situation.

63.GORGANI,Tanwir Jehan. Facilitating Communication Between School and Community --- Jamia Educational Quarterly (Karachi)XIII(1): 31-38 January 1972.

The school and the community are like the two sides of the same coin. Schools exist in communities and communities exist through schools. Both are engaged in the unending task of attaining a clear understanding of the very best in thought and action in man, of providing high quality of education to their children, and of

improving the living conditions of the people. In spite of such one to one relationship, every now and then there occurs a conflict between the school and the community.

The reason is the problem of "communications, the key word in this context. Communication is the act of sharing ideas and ' feelings in a mood of mutuality. The act of communication means ' who says what in which channel to whom with what effect,'. The act of communication between the school and the community involves administration, the board of education, the staff, the pupils, and the community. The role of each of these factors is analyzed and the content of communication pointed out.

64. HUSSAIN,S.Sajid. Ma'ashrati Nashonuma (Social Development) --- In: Nafsiyat-o-Ta'aleem, 97-104. Karachi,Kifaiyat Academy.May,1972(U).

Social development is the process by which an individual learns to satisfy his needs in socially acceptable ways. In the field of education social development of the student has great importance. In fact education is a many-sided process in which social growth and character formation are of basic importance.

Social reaction at various stages of human growth is briefly explained. Special steps should be taken in school for the development of social sense in students. Education will not be complete without education in social etiquettes. Social education in schools is provided through various methods like students' union activities, social welfare work, scouting, tours and outings, competitions, games, educational conferences, exhibitions, etc, These activities are very necessary for the healthy social development of students.

65. RAUF,M.A. The Problem of Education in the Transforming Culture of Pakistan --- Jamia Educational Quarterly (Karachi)XIII(2): 21-28. April, 1972.

The educational system of Pakistan has been subjected to severe criticism both from the public and the persons involved in the system. Fundamentally, education is a crucial human activity. The common concern and anxiety expressed about the system is, therefore, neither strange nor surprising. It is a fact that the problem of education is to be looked upon as a problem in social change that directly affects all education and every one identified with it.

The notion of social change is briefly explained. Sociological investigations have established that each society is a goal-oriented system. It is the prime function of education to achieve these goals. As human society is constantly changing, so is the society of Pakistan. The change is examined through a comparative analysis of traditional values and their changes. This analysis will provide us an operational perspective that in its turn may help us understand the problems of education.

66. USMAN,Mohammad. Qaumi Kirdaar Ka Masa'la (Problem of National Character) --- Imroz (Lahore) May 11, 1972 (U).

The writer lays great emphasis on teachers' training for the building up of national character. We have so far failed to develop a character of our own because we have so far denied the teachers their rightful place in the society. The writer suggests at least a two-year exhaustive course of special training for the teachers. We should not stop at enriching their store of knowledge on the subjects of Islam,Islamic History, and the genesis of Pakistan movement. We should also care for their material well-being and solve their economic problems. Since many of their problems are still unsolved, they are naturally discontented and restless. They have to take recourse to demonstrations for getting the benefits of the National Pay Scales. If we solve their problems and redress their grievances, the teachers will readily come out to play their role in the building up of the national character.

STUDENTS' PROBLEMS.

67. IBRAHIM,Mohammad. Talaba Kay Masail (Students' Problems) --- Nashriq (Karachi) April 26, 1972 (U).

It is regretable that under the recent orders of the University of Sind private students will be allowed to appear for B.A. and M.A. examinations after completing three years of study. The period of study for regular students will, however, be two years as usual. This discrimination between a regular and a private student is undesirable. Majority of private students are either government servants or private employees. This bar of three years will force hundreds and thousands of private students to discontinue their education. These students come from very poor families, who cannot afford to educate their sons and daughters as regular students. As the aim of the present Government is to educate as many people as possible, it would be wise to lift this condition of three years imposed on private students.

TEACHER EDUCATION.

68. AHMED, Zulfiqar. Research and Development in Teacher Education --- Bulletin of Education and Research (Lahore) 10(1-3):26-36. 1971.

The teacher occupies a pivotal position in any scheme of education. What we need today is better teachers to meet the challenge of expanding education. The need for quality teacher education is, therefore, paramount. Unfortunately, there is not much research work in evidence in the field of teacher education in developing countries.

Research and development activities in teacher education should help us in creating new knowledge and processes that go into the selection and preparation of effective teachers in sufficient numbers to meet the needs of a particular educational system in the context of socio-economic needs of the nation. A model of teacher education that is presented discusses the needs, constraints, quantitative aspects, role of the teacher, contents of teacher education programs, organization of teacher education programme, special problems in developing countries, and development activities.

69. Bureau of Education. Teacher Education ---In : Educational Statistics for Punjab for 1969-70 . 83-85. Lahore, Bureau of Education . January, 1972.

This statistical report compiled by the Bureau covers the subject of teacher education in the Punjab province of Pakistan. In the five divisions of the Punjab there are 44 institutions that are providing teacher training education. There are one Institute of Education and Research, four training colleges, one college of Physical education, one Technical teachers training college, one vocational teachers training institute, twenty-seven normal schools and nine high schools and college with attached training units.

There are three tables showing : 1) statistics on teachers training; 2) statistics on teachers training schools for boys; and 3) statistics on teachers training schools for girls.

70. DIN, Shaikh Muzaud. A Comparative Study of Personality Characteristics of Teachers in Training in Culturally Different Areas of West Pakistan--- Bulletin of Education and Research (Lahore) 10(1-3):1-14. 1971.

This study explores the differences in male-type interests-

attitudes, and adjustment, among male teachers under training from three geographically and culturally different regions: Peshawar, Karachi, and Lahore.

Comparison of the interests-attitudes for the three-area samples was made after validation of a scale form the Urdu translation of the Minnesota Multiphasic Personality Inventory (MMPI) Mf, K and L scales. Discrimination between two samples of teachers, one male and one female, was required for the interest-attitude scale. An anxiety scale was derived from the MMPI using items that discriminated between high and low groups on an Urdu translation for Rotter Incomplete Sentences Blank.

Results show significant differences between the Peshawar, Karachi, and Lahore samples. The Peshawar sample obtained lower male interests-attitudes. Considering adjustment as inversely related to anxiety, Peshawar teachers were found better adjusted than those of Karachi and Lahore.

TEACHERS.

71. AHMED, Nihal. Asateza Kay Masail (Problems of Teachers) --- Imroz (Lahore) April 24, 1972 (U).

The New Education Policy, which was announced a month ago by President Bhutto, aims at creating more educational facilities, raising the standard of education, and redressing the grievances of the teachers. But a statement issued by the Education Adviser to the Governor of Sind, saying that the government intends to take control of a limited number of private educational institutions, has caused some misgivings among the teachers. This has forced the College Teachers' Association of West Pakistan to repeat their demand that no private institution should be taken over by the Government. The Association feels that a partial nationalization of private educational institutions will only make the matters worse.

72. AMAN, Mohammad Amir. Female Teachers --- Pakistan Times (Lahore) June 6, 1972.

The people of Soon Valley have hailed the Punjab Government's decision to open two middle Schools for girls, one each at Mardwal and Anga. I wish to point out to the Education Authorities that a few B.A., B.Ed. teachers belonging to Soan Valley have

been posted away from their native villages and are working in lower grades. Although they are fully trained, they are discriminated against ihethe matter of more lucrative appointments. This discrimination must end, and the local inservice(B.A., B.Ed.) teachers from Soan Valley should be allowed to head the new schools. This will help the cause of education, because the local teachers have a better understanding of the rather tribal temperament of the people of this area.

73. KHAN,Iqbal Ahmed. Teachers' Appeal --- Dawn(Karachi) May 28, 1972.

1) Ever since the announcement of the policy of the nationalization of schools and colleges, the managements of almost all private colleges in Hyderabad region have been flatly refusing to pay salaries to their employees on one pretext or another.

2) The exemption clause in the nationalization ordinance has provided a loop-hole for the influential managements.

3) Contradictory statements made by responsible officers of the Central and Provincial Governments to the press about the nationalization policy and its implementation have added to the confusion.

It is, therefore, suggested that :

a) The Central or the Provincial Government should immediately come to the rescue of the teachers. Either the managements should be forced to disburse the salaries in time, or the Government should directly take up this responsibility through the Directorate of Education.

b) The exemption clause should be withdrawn with immediate effect.

c) A clear-cut and uniform procedure should be laid down about the dynamics of nationalization, explaining the financial, academic, and other aspects of the implementation program.

d) Consultative and Policy Planning Councils should be set up immediately, and the representatives of the teachers of private colleges should be associated with the Councils at every level of implementation.

74. SHAH, Qurban Ali. Hyderabad Region Key Asatiza Aur Unkey Mutalbaat (Teachers of Hyderabad Region and their Problems --- Mashriq (Karachi) April 10, 1972 (U).

Almost six thousand teachers belonging to secondary schools in Hyderabad region are still groaning under various disabilities. Their problems were time and again brought to the notice of the authorities, but nothing has been done to improve their lot. Now that the people's government has made known its determination to redress the grievances of this class, it is requested that no teachers should be given grace period in their tenure of service after they have reached the age of 55 years. Direct appointment should be stopped; the teachers should be provided with accommodation in the vicinity of the school buildings; refresher courses should be discontinued; and at least one high school should be opened in each district headquarter. Directors should be appointed for School Health Program, and official uniforms should be prescribed for all teachers.

TEACHING METHODS & MEDI...

75. BUTT, Akram. The Effectiveness of Communication Between the Teacher and the Taught --- In: Research Studies 1970, 321-327. Lyallpur, West Pakistan Agricultural University. May 1972.

Students' failure in almost all public examinations in Pakistan has become a cause of serious concern. Such failure leads to serious economic problems, wastage of talent, and socio-psychological frustration on the part of the students and their parents. The problem of low academic achievement has many reasons, including lack of effective communication between the teacher and the taught.

The objectives of the present study are: 1) to examine the various channels of communication that the teacher makes use of in teaching a science subject; 2) to study the relative importance of various modes of communication with reference to different factors involved in it; and 3) to suggest guidelines for the teachers to improve their teaching.

The methodology of the study is discussed briefly and in the end suggestions have been put forward.

76. RASHID, Abdul. Experimental Study on the Effect of Using work-Book on the Achievement of Secondary School Chemistry Studies --- Bulletin of Education and Research(Lahore) 10(1-3):22-25. 1971.

Individual attention to students can be achieved through the use of work-book having graded assignments. With the day-to-day use of work-book the teacher will be in a position to know the achievement level of his students and effectiveness of his own teaching. Keeping in view the importance of the work-book utilization, the writer designed an experimental study on the effect of using work-book on the achievement of secondary school chemistry students. The purposes of the study are : 1) to find the effectiveness and usefulness of the work-book in the teaching of chemistry; and 2) to find the relative effectiveness of the work-book on the achievements of high achievers and low achievers.

The study is analyzed under the headings: 1) significance of the study; 2) hypotheses; 3) scope and limitations; 4) designs ; 5) method and treatment of data; 6) analysis and finding; and 7) conclusions.

TECHNICAL EDUCATION.

77. Bearuau of Education. Technical Education --- In: Educational Statistics for Punjab for 1969-1970, 78-82.Lahore, Bureau of Education. January, 1972.

This statistical report compiled by the Bureau covers technical education in the Punjab province of Pakistan. In the five divisions of the Punjab there are 11 polytechnic institutes, one technical teachers training college, fifteen commercial institutes, and nineteen vocational/industrial schools.

There are five tables showing: 1) admission in polytechnics; 2) enrollment, teaching staff and expenditure on polytechnics; 3) braak-up of enrollment by technoligies; 4) statistics on commercial institutes; and 5) statistics on vocational/ industrial schools.

78. SIDDIQUI, Zafar Alam. Technological Education --- Dawn (Karachi) May 29, 1972.

The scientific Adviser to the President has indicated that high

schools and colleges in Pakistan will soon be able to impart instruction in agro-technology and business skills. According to his assessment, the extended facility will not entail either physical expansion or additional expenditure, since the existing institutions are being refitted to serve the purpose. This new scheme can be properly promoted only at the appropriate sites and should soon be able to take off from the experimental stage. It is hoped that the practical problems that are bound to arise in the course of working this scheme have not been lost sight of. On the academic side, the paucity of textbooks poses a formidable challenge. Two separate sets, one for school and another for college students, need to be provided at the very outset. Likewise, the material aspect, namely, the equipment and apparatus, should be handled with imagination and efficiency.

TEXT BOOKS.

79. AHMED, Raza, Arzan Nisabi Kitabein (Cheap Textbooks) --- Mashriq (Karachi) April 20, 1972 (U).

The high prices of textbooks have become a serious problem both for the students and the parents. Stranger still, the prices of books that are printed within the country have gone up out of all proportions. The prices of books on science, medicine, and technology have risen by three hundred per cent, making it impossible for a poor student to have a book of his own. It is unfortunate that we have not yet evolved any plan to get the books on arts, science, and technology written by our own competent scholars and to have them printed in our own country. We are not tired of complaining that the standard of education has considerably gone down, but we never tried to improve the standard of books even twenty-five years after independence.

80. ISMAIL, Mohammad Karim. Urdu Textbooks --- Dawn(Karachi)June 25,1972.

Intermediate Commerce Examinations are to begin in less than three weeks from now, but the official Urdu textbook is not available anywhere in Karachi. There is, however, a spate of 'keys,' notes, etc., in the market obtainable at outrageously high prices. It is worth probing into whether the publishers of the so-called 'Keys' have anything to do with this curious phenomenon. Stranger still, this book is printed and published in Pakistan. On the other hand, the English textbook, which is printed and published in Britain, is in abundant supply. I,therefore, request the authorities to look into the matter and make adequate arrangements for the immediate supply of the Urdu textbook now scarce in Karachi.

81.MIRZA,M.H. Pakistan Mein Medical Aur Nursing Kutub Kay Masail (Problems of Medical and Nursing Books in Pakistan --- Kitab (Lahore) 6 (2,3) 15-16 November-December 1971 (U).

At the time of partition there were only one hundred nurses and one medical college in Pakistan. Today the number of nurses, nursing institutes, medical colleges, and medical students has increased manifold. This number is constantly increasing. However, the supply of technical books for nurses and doctors has remained short of demand from the beginning, and this shortage is constantly increasing.

Even today there are few bookshops that specialize in professional and technical books. Some help for the students is available in the form of special textbook libraries of foreign missions. However, this service is not enough if professional literature is not available in sufficient quantity in the general market. The import of medical books should be libralized. A brief review is made of the import policy of the government in respect of medical and nursing literature.

82.ABID,A.Q. Relief for Students --- Pakistan Times (Lahore) April 21, 1972.

The government can well afford to subsidize the cost of foreign books. But does it solve the problem? What about other books and reading material necessary both for formal education or for keeping ourselves abreast of world developments?One way of filling up this gap is to accept the booksellers' suggestion and include books in barter agreements with Britain, the US., Japan, Germany and continental countries. Such arrangements already exist with the USSR and China. The present trend of bypassing the normal commercial channels of the book trade is not understandable. The booksellers cannot afford to compete with the Government. Their legitimate interests should be safeguarded and they should not be deprived of their only means of livelihood.

The question of magazines, journals, and periodicals which,form an integral part of the book trade, also deserves favorable consideration, as their prices, too, have shot up beyond the means of the average buyer on account of the cash-cum-bonus-licensing. Our plea is that 'relief' should not be confined to students but should be extended to general readers and booksellers.

WOMEN'S EDUCATION.

83. MIRZA, MRS. S.P, Women's Education and Professions --- Pakistan Times (Lahore) April 10, 1972.

Female education is more essential than male education. By educating a boy we educate only one individual, but the education of a woman ensures the education of a whole family. Unfortunately there is a marked difference in the educational facilities respectively available to men and women. As against 17,733 schools for boys of all grades, there are only 8,007 schools for girls, and as against 107 colleges for boys, there are only 41 colleges for girls. Commerce subjects are treated as a man's preserve. There are 15 commercial institutions for boys, and only one for girls. Similarly, in the field of teacher training, out of the 19 normal schools, there are only 8 for women; likewise, there is only one Teachers' Training College for women as against four for men. It is, therefore, recommended that 1) equality of opportunity should be strictly ensured, 2) a Co-Directorate for women at regional level should be set up to deal with all problems of female education, 3) there should be no discrimination against women in education, training, and employment, 4) all technical training institutions and polytechnics should be opened to women, and a certain percentage of seats be reserved for them, and 5) the Government policy to close a large number of professions to women by departmental rules should be revised, and all services and professions should be thrown open to them.

GENERAL.

84. ILAHI, Irshad. Ta'aleem Ya Mezaq (Education or a Joke) ---Mashriq (Karachi) April 17, 1972.

The present government introduced educational reforms, and the people were assured that the method of education would be made easier and the problems and difficulties faced both by the students and the teachers would be solved. But there is no evidence of any change for the better. The teachers are still discontented, and the students are tormented by the same old problems of admission textbooks, and transport. Students from the richer classes have, of course, little to worry about. It is the mass of poor students who have to suffer all hardships. It is hoped that the government which has introduced revolutionary reforms, will make the acquisition of education easier for all by paying special attention to the complaints and problems of both the students and the teachers.

85. HARRISON, Colin G. New Dimensions in Education Challenge Mankind--- Pakistan Educational Review (Islamabad) Issue No.10: 125-133. April, 1972.

There has been an eruption of worldwide discontent with traditional or established system of education. The criticism is directed not only against content, duration, form, and procedures, but also against the very aim and purpose of education. The reasons are many and varied. By far the sharpest criticism is that present education not only hinders the individual to take his place as a productive member of the society, but also fails to provide him a chance of self-realization through participation in a culture of which he is genuinely conscious, but in which he is only partially involved.

The writer examines how far Unesco meets the challenge of new education and how far national governments cooperate with it in this task. The situation in Pakistan has come under special examination. The problems of universal education, female education, re-examination of content of curricula, and the use of modern technology in education are dealt with in the light of new dimensions of education.

86. IDRIS, Mohammad. The Silver Spoon-Kid --- Pakistan Times (Lahore) June 24, 1972.

Pakistani students abroad may just have to fend for themselves. They are not to get a special exchange rate. Such a request from Pakistan Students Federation in London was turned down by the Central Education Minister, Mr. Abdul Hafiz Pirzada. He told the newsmen at Lahore airport that the Government had no desire "to perpetrate any artificial rate of parity." The exact number of our students outside the country is not available. Mr. Pirzada puts it between 10,000 and 15,000 whereas the Parents Forum put it at only 4,000. But the focal point of the Forum's case is the average remittance ranging from Rs.700/ to Rs.1,300/- per student per month, totalling Rs. 20 million a year in foreign exchange. The burden has more than doubled as a result of the recent devaluation. However, it would be too much to assume that most of our students abroad fall in the silver-spoon-in-the-mouth category.

87. CHOUDHURY U.D. Students Abroad --- Pakistan Times(Lahore)June 12,1972.

Students studying abroad have been worst hit by the devaluation of the rupee. The People's government is known to have a great regard for the students community, which has been demonstrated

by the recent education reforms and the measures taken in this direction. However, the impact of devaluation on the students abroad does not appear to have yet been fully appreciated by the authorities concerned. There is no denying the fact that the devaluation of the rupee was vitally important for achieving a viable and self-reliant economy. In order to offset the price increase as a result of devaluation, the Government has decided to give subsidies or make some adjustments in the import duties of essential commodities. The case of students studying abroad should also merit the same consideration. Most of the students, who have gone abroad for higher studies, are specializing in various scientific fields, and the services of these young scientists will be a great asset to the country.

SPECIAL SECTION-NEW EDUCATION POLICY.

88. ALI,Anita Ghulam. On Education Policy --- Pakistan Times (Lahore) March 13, 1972.

All these years we have been blaming the educational system for the ills of society and condemning it as a legacy of British imperialism. But we never paused to think what was wrong with the 'system' that could produce men like Sir Syed Ahmad Khan, Sir Suleman, Zakir Husain, Quaid-e-Azam and many others like them. They were certainly not the clerks and 'baboos' that the system is said to have been designed to produce. We could not devise any system of our own that could produce their equals after partition. The reason is that we have never really changed the 'system.' We attempted the American system of examination, but retained the British system for the assessment of grades. We attempted 'Pakistanization' but only ended up in hybridizing the curricula. The new system must evolve out of our own moral, social, and economic needs.

There should be a National Commission that should experiment with new ideas and regularly bring out papers to initiate debates on various issues. It has now become clear that enrollment in universities and higher institutions of learning will have to be restricted in the interests of national economy. The courses at graduate level should be varied and enlarged, so that the graduates may be gainfully employed in a profession. Another persistent demand is for the nationalization of education. Education reforms, unlike law, labor, or land reforms, affect an overwhelming majority of the population.

89. BHUTTO,Zulfiqar Ali, Education Policy Address--- Pakistan Educational Review (Islamabad) Issue No.10:1-8, April, 1972.

Education is a subject that concerns every individual in our country. The role and responsibility of the state in the field of education are immensely important. The state has to provide the structural framework, the philosophy, and the motivation. By its very nature, an educational policy cannot be final or static. The present policy will remain under continuous review and evaluation and shall go on developing in the light of experience gained in the course of its implementation.

Ever since we gained independence, education has remained about the most neglected item in our bill of national activities. We have made a mess of the whole thing and now we have to clear this mass and reshape our educational policy. We have to change education from an elite privilege to an equal expectation. A multiple of requirements are essential to induct a process of education that would mobilize the entire nation and lead Pakistan to a place of pride. The new education policy is designed to meet this challenge.

The salient features of the new education policy are given in brief.

90. JABEEN,Shahida. Nai Ta'aleemi Policy (New Education Policy) --- Imroz (Lahore) April 22, 1972.

The writer has passed the B.Ed. Examination in second division, but complains that wherever she goes for employment she is told that the government has stopped the appointment of new teachers. She, therefore, wants to know the utility of the diploma or the degree that a student receives in return for her long toil and the hard-earned money of his or her parents. She also wants to know why the students are not told at the very beginning that their labor and money will go to waste, and that they have no chance of employment in this field. She demands that:a) the trained lady teachers should be given what is due to them; b) they should be given security of service; and c) Training Colleges should stop functioning till all the unemployed teachers are provided with jobs.

91. KHALIL,Anwar. Education Policy Attuned to Social Goals --- Morning News (Karachi) June 23, 1972.

The new education policy will act as a mechanism for searching

out and selecting potential talent. Education through immature or inept agency can check or even reverse the process of development. An unemployed intelligentsia can be a source of harmful revolutionary activity. A wrong type of education can also produce a ruling elite incapable of giving direction to national efforts and prone to setting up ideals not conducive to national development. It has been urged in the new policy that education should have some practical bias.

The major problem, however, is that of providing teachers for technical education. They have to be recruited from among those who are already qualified to teach the content prescribed for technical education and, therefore, are likely to expect higher scales of pay than other teachers in general education. Women's education has rightly been given high priority in the new education policy.

In any final analysis, the efficiency of a system of education rests on the quality of the teachers. Without good teachers, even the best of the systems is bound to fail. It is, therefore, essential to attract and retain the right type of men and women in the profession and create conditions in which their enthusiasm for work is maintained throughout their professional life.

92. KHURSHEED, Abdus Salam. Ta'allemi Policy (Education Policy) --- Mashriq (Lahore) April 12, 1972(U).

According to the Education Policy announced by the Government, education will be made free up to Secondary school level in the next two years. In principle, the decision is good, but the question is why no tuition fee should be taken from the students belonging to the affluent class of society, and why the tax-payers should bear the burden of such students. It would be just and fair to exempt only those students whose parents' monthly income is Rs.500/- or less. It is also suggested that only the books that have actually been prescribed should be used in the classroom as textbooks, and that the prices of these books should be so fixed as to be within easy reach of the poor students. The students should not be asked to purchase more exercise books than are strictly necessary for school and home work. Cloth should be provided to the students for their uniforms at cheaper rates.

93. MAJID, Abdul, Educational Standard--- Pakistan Times(Lahore) May 26, 1972.

While the priorities of the new educational policy have still

to be put into practice, the official statement is definitive about the decisive role role the institutions of higher learning should play in the advancement of the nation. The impact of university education makes itself felt as much on the quality of school teaching as on that of advanced research. It is, therefore, in the field of higher education that the decisive battle for standards has to be fought and won. The policy announcement more or less follows the recommendations of the 1970 report in formulating its decisions about the establishment of new universities, Centers of Excellence, National Professorships, and National Research Fellowships.

Under the pressure of expansion, academic standards may naturally suffer to some extent. But expansion would hardly serve its purpose if nothing was done to attract the right type of talent to man the new sectors. Care should be taken to bar the way of gate-crashers and adventurers.

94. MAJID, Abdul. New Education Policy--- Pakistan Times(Lahore) March 30, 1972.

The basic aim of the new policy is democratization of education. The emphasis is on free and compulsory education up to class X, spread of adult literacy, and the provision of vocational schools. Universal literacy has been the professed aim of every Government and commission in the past.

At present the teacher is the weakest link in the educational chain. He has generally not succeeded in providing the students with incentives to diligent study and academic distinction by his own example or by his ability to draw the best out of them. A category of teachers also seeks self-aggrandisement by courting one political party or another. These extra-academic preoccupations have lowered the standards of teaching or attainment.

95. The New Education Policy 1972-1980 - Adult and Continuing Education --- Pakistan Educational Review (Islamabad) Issue No.10: 53-54. April, 1972.

Pakistan has one of the highest rates of illitracy in the world, and the number of illiterates is increasing constantly. We have to educate this big mass of illitrates if we want this huge manpower to participate fully in the development of the nation. To eradicate illitracy from the country a massive literacy program

will be started in schools, factories, and farms in every town and village. All means of education will be used, conventional and non-conventional. The adult education program will first concentrate on basic literacy training and then on a full-fledged comprehensive adult education program. By 1980 approximately 276,000 literacy centers will be established. To staff these centers a National Literacy Corps will be formed.

Institutional arrangements will be made for a massive coordinated nation-wide program of non-formal lifelong education. In the beginning priority will be given to the continuing education of the workers, farmers, out-of-school adolescents, and rural women. A country-wide motivational campaign will be launched. A people's open university will also be established.

96. The New Education Policy 1972-1980 - Curricula, Book Production, Libraries and Instructional Technology --- Pakistan Education Review (Islamabad) Issue No.10 : 59-61. April, 1972.

The National Curriculum Bureau will be strengthened and re-organized, and curriculum centers will be established in each province. The curriculum will be revised in detail. This task will be assigned to representative committees of specialists, lecturers, practising teachers, and curriculum research experts. All teacher training courses will be revised and re-formulated. Teachers' guidebooks, handbooks, resource materials, model standard textbooks, and workbooks will be prepared and published.

A national foundation for book production will be established. It will undertake such work as writing, editing, compilation, translation, printing, and publishing of textbooks and reading materials for schools, colleges and adults, and reading materials of various kinds for the general public.

Adequate provision will be made for well-equipped libraries to be established in all educational institutions. A public Library System will be introduced throughout the country with 50,000 people-oriented libraries. Properly trained librarians with pay scales of teachers or lecturers will manage these educational and public libraries.

Potentialities of modern instructional technology will be fully exploited to improve and expand both formal and non-formal education.

97.The New Education Policy 1972-1980 - Education Policy and Administration --- Pakistan Education Review (Islamabad) Issue 10: 68-69. April, 1972.

The present educational administrative setup will be streamlined in consultation with provincial governments. The entire educational policy will be kept under constant review by the education councils. Educational research units will be established to provide institutional framework for planning, guidance, and evaluation.

To assist in the formation, implementation, and evaluation of education policies and practices, consultative and policy planning education Councils will be set up at the national, provincial, district, and institution levels. The various functions and specific activities of these councils are discussed.

98.The New Education Policy 1972-1980 - Elementary Education --- Pakistan Educational Review (Islamabad) Issue No.10: 38-40.April,1972.

Education will be free in classes I - VIII from October, 1972 in the country. By 1979 education will be universal for boys and by 1984 for girls. To accommodate increased enrollment, 38,000 additional classrooms for primary classes will be constructed to provide schools within easy walking distance from the children's houses. Preference will be given to rural and backward areas and to the education of girls.

The universalization of elementary education will require about 225,000 additional teachers. The proportion of women teachers in primary schools will also be progressively increased.

According to a phased program, textbooks and writing material will be provided to all pupils. Library facilities, educational toys, and audio-visual aids will be made available in all the institutions. Curricula, textbooks, and syllabi will be revised. Community welfare projects will be undertaken and dignity of labor will be emphasized in education. Parents will be motivated to send their children to schools.

99.The New Education Policy 1972-1980 - Examination --- Pakistan Educational Review (Islamabad)Issue No.10: 62-63. April, 1972.

The existing system of examinations is one of the root causes of

the general malaise in our education system. There is no system of observing, recording, and evaluating the performance, behavior and aptitudes of the pupils throughout the year. This system needs to be replace with one more effective and purposeful. The new system proposed has no place for annual examinations in the existing sense of the term up to class IX. Instead, it provides for single annual examinations, for the continuous evaluation of the progress, aptitudes, and problems of the students by the class-teachers. Progression in the primary classes will ve automatic, thereafter, on a combination of periodic-cum-annual examinations, up to class IX. In classes X and XII the system of terminal examination will be continued for the time being.

New board of examinations will be formed and the scope of activities of the present boards will be enlarged to include preparation of curricula and conduct of research and evaluation projects.

100. The New Education Policy 1972-1980 - Higher Education --- Pakistan Educational Review (Islamabad) Issue No.10: 45-48. April, 1972.

At present only 2 per cent of the population of the relevant age-group is enrolled in institutions of higher education in the country. Out of a population of 100,000, only 175 students go in for higher education. To improve this situation, 100,00 additional places will be created in institutions of higher education by 1980. The study of science will get preference over arts subjects. New universities will be established to cover all parts of the country. Some of the present colleges will be upgraded to university status. A university grants commission will be established for the development of universities. The existing university ordinance will be replaced by a new democratic ordinance,

Professional councils, centers of excellence, area study centers, and Pakistan study centers will be established. A program of national professorship will be instituted, so that highly qualified scholars and scientists may continue their career as teachers and research workers. A scheme of national research fellowship will also be introduced.

101. The New Education Policy 1972-1980 - Objectives --- Pakistan Educational Review (Islamabad) Issue No.10: 35-36. April, 1972.

The New Education Policy, which has come into force in March, 1972,

has eleven main objectives, which determine the guidelines for the educational setup in the comming years.

These objectives are : 1) promotion of ideology of Pakistan; 2) building up of national cohesion; 3) building up and nurturing of the total personality of the individual; 4) mobilization of the youth for leadership role; 5) eradication of illiteracy within the shortest possible time; 6) equalization of access to education; 7) designing of curricula relevant to the nation's changing social and economic needs; 8) comprehensive education through the integration of general and technical education; 9) academic freedom; 10) active participation of teachers, students, parents, and others in the educational affairs; and 11) promotion of the welfare, dignity, and sense of responsibility of teachers and students.

102. The New Education Policy 1972-1980 -Privately-Managed Educational Institutions --- Pakistan Educational Review (Islamabad) Issue No.10. 51-52. April, 1972.

All privately managed colleges will be nationalized from September 1972, and all schools will be taken over in a phased manner within the next two years. This nationalization will not entail any compensation to owners. The service conditions and salary scales of privately managed schools and colleges will be brought at par with those of government schools and colleges. The government may exempt any school or college from nationalization if it is satisfied that it is run on a genuinely benevolent and philanthropic basis.

All public schools or colleges wholly or partially financed by government will be taken over by the government and converted into schools for gifted children. These institutions will be accessible to all on the basis of intellect and ability and not on the basis of wealth. The existing comprehensive schools will be converted into schools for talented children.

103. The New Education Policy 1972-1980 - Secondary and Intermediate Education --- Pakistan Educational Review (Islamabad) Issue No.10 : 41-44. April, 1972.

Education in classes IX and X will be made free in all schools from October 1974. At present only 8 per cent of the youth of secondary and intermediate age attend the classes. It is estimated

that by 1980 the enrollment will be more than doubled. Expansion of education should be related in form and content to the nature and scope of economic development in the country as well as to employment opportunities. With this purpose in view, vocational and occupational subjects are being added to general education at this level.

The expansion of science and technical education is especially emphasized. At present 60 to 70 per cent students are enrolled in arts subjects. In future there will be a massive shift towards science and technical subjects. The integration of general and technical types of education at this level will prepare students for gainful employment in future.

The proposed changes, however, cannot be effected without an adequate supply of qualified teachers.

104. New Education Policy 1972-1980 - Student Welfare --- Pakistan Educational Review (Islamabad) Issue No.10: 57-58.April, 1972.

The merit scholarship program will be revised to rationalize and maximize its benefits to deserving students. Adequate provision will be made to meet all the needs of gifted students. An effective machinery will be set up to ensure full, expeditious, and judicious utilization of facilities for higher studies abroad. Interest-free loans will be provided to talented students. The loans will be recovered in instalments when the students begin to earn.

In order to counter the effects of the higher prices of textbooks and their scarcity, book banks will be established in universities and colleges. Adequate transport facilities will be provided to students at low cost. Facilities of free periodical medical check-ups will be provided to all students. Students will be made responsible for their own welfare activities and will be granted freedom of expression on all matters concerning them. School uniforms up to class VIII will be standardized, and a cloth of simple and inexpensive quality will be prescribed for this purpose. Special arrangements will be made for the education of handicapped children.

105. The New Education Policy 1972-1980 - Teachers and Teacher Education --- Pakistan Educational Review (Islamabad) Issue No.10:55-56, April, 1972.

Facilities for teacher education will be increased to meet the massive requirement of teachers at all stages. It is estimated that additional 23,500 elementary and secondary school teachers and 300,000 adult and continuing education teachers, both men and women, will be needed during the next eight years. To meet this need, the study of education as a subject will be introduced in secondary schools and general colleges. The number of women teachers will be greatly increased at all levels, especially at the primary stage. Basic academic and training requirements for women teachers will be relaxed.

By and large, the pay-scales of teachers are now almost at par with their opposite numbers in other government caders. Study leave will be liberally granted to teachers, and accommodation facilities will also be provided to them. The recruitment procedure for non-gazetted teachers will be streamlined. An academy of teachers, educational planners, and administrators will be set up.

106. The New Education Policy 1972-1980 - Technical Education --- Pakistan Educatibnal Review (Islamabad) Issue No.10:49-50. April, 1972.

Polytechnics will be converted into technical colleges, and the present program of certificate and diploma courses will, however, continue. Training facilities will be provided in industrial establishments. In addition to diploma and B.Tech. degree courses, technical colleges will also provide a variety of courses covering new areas of technology urgently needed for the modernization and development of the country. This will be in addition to the massive programs of technical education which are to be introduced in all the high schools and general colleges.

Technical colleges and institutes will be encouraged to develop new areas of technology. Some of these colleges and institutes will also be assisted to offer specialized instruction in technologies of urgent national importance leading to the degree of Master of Technology.

107. Newspapers Editorials and Comments --- In : Education for the Masses - 30-45. Karachi, The Department of Films and Publications, Government of Pakistan, 1972.

The New Education Policy was announced by the President on March 15, 1972. It was followed by a Press Conference of the Education Minister, highlighting the prominent features of the New Education Policy. On 17 and 18 March, almost all newspapers of the country came out with editorial comments on the proposed policy. The excerpts of eleven newspapers are presented in the present pamphlet. The newspapers are : 1) Morning News ; 2) Business Post; 3) Pakistan Times; 4) The New Times; 5) Dawn; 6) The Leader; 7) Business Recorder; 8) Masawaat; 9) Nawa-e-Waqt; 10) Jang; and 11) Hurriyet. The first seven are English newspapers and the remaining four are Urdu newspapers.

108. PIRZADA, Abdul Hafiz, Statement by Mr. Abdul Hafiz Pirzada, Minister for Education on New Education Policy --- Pakistan Educational Review (Islamabad).

Our successive failuresin the field of education in the past 24 years provide an object lesson. The entire planning in the field of education was lop-sided. The structure of any progressive system of education has to be like a pyramid, widest at the bases and tapering systematically to high specialization at the top. In the past, the base was never really broadened, with the result that more than 50 per cent children of the primary school-going age are still deprived of their basic right of education. They have been taught nothing that could contribute to the productivity of the country. This is bound to happen t· when educational objectives and priotieies are not well defined and clearly laid down.

The objectives of new education policy are outlined in great detail. It is suggested that in order to achieve the objectives, the present system of education should be changed both in content and structure.

109. SHAHAB, Qudratullah. Convocation Address --- Pakistan Educational Review (Islamabad) Issue No.10: 28-24. April, 1972.

The address was delivered at the 5th convocation of the Viqarun

Nisa College of Rawalpindi. Various features of the new education policy are discussed.

The new education policy is simple, modest, straight forward, and honest. It is pragmatic, elastic, and open to improvement necessitated by practical experience. By and large, the policy has been received with much relief and some approval. Some people say that the policy seems too good to be true and are sceptical about the provision of resources required to put the policy into practice. Others look askance at the basic philosophy or ideology behind the new education policy. The writer answers these questions. The last-mentioned question is discussed at length with reference to the ideology of Pakistan and the problems of the modern world, like generation gap, etc.

110. SUBHANI, Ata-ul-Haq. New Education Policy --- Dawn (Karachi) February 10, 1972.

The history of education in Pakistan is full of Commissions. The main drawback of these Commissions was that the task of framing educational policies was assigned to a few persons, mostly non-educationists. The public in general, the educationists, the teachers, and the students were never consulted. Naturally, every policy proved a failure.

The present regime is expected to announce a new education policy shortly. I lay down the following points for the consideration of the authorities concerned : 1) Before announcing the new education policy its salient features should be announced and comments thereon should be invited from the people of all shades of opinion; 2) Before the finalization of the new education policy, seminars should be arranged in big cities for the discussion of the merits and demirits of the various features of the proposed education policy. Experienced teachers and educationists should be specially invited to these seminars; 3) The new education policy should then be finalized in the light of the comments and discussions made on its salient features.

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